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ABSTRACT

This learning module, one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with counseling exceptional students with personal and social problems. Addressed in the individual learning experiences are the following topics: understanding the important considerations and techniques involved in counseling students with personal or social problems (building rapport, working on special problems, referring students to other professionals, and keeping records); describing and evaluating the performance of teachers who have counseled students with social or personal problems in case studies; and counseling such students in an actual teaching situation. Each learning experience contains some or all of the following: an objective, instructional text, one or more learning activities, and a feedback activity. (MN)

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Counsel Exceptional Students with Personal-Social Problems

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Category L—Serving Students with Special/Exceptional Needs—are designed to enable vocational teachers and other occupational trainers to create learning environments that are accessible, accommodating, and equitable in meeting the instructional needs of individuals in those groups previously denied equal vocational education opportunities. The modules are based upon 380 teacher competencies identified and verified as essential for vocational teachers to meet the special needs of all students in their classes. Included are special populations such as the handicapped, adults pursuing retraining, and students enrolled in programs that are nontraditional for their sex.

Many individuals and institutions have contributed to the research, development, testing, and revision of these significant training materials. Appreciation is extended to the following individuals who, as members of the project technical panel, advised project staff, identified human and material resources, and reviewed draft materials: James B. Boyer, Ken Dieckhoff, Mary M. Frasier, Gerald R. Fuller, Juan Guzman, Jerry Holloway, Barbara Kemp, Jeffrey G. Keily, Betty Ross-Thomson, Ann Turnham-Smith, and Richard Tyler.

Appreciation is also extended to the approximately 80 vocational teachers and supervisors from throughout the United States who served on the eight DACUM analysis panels that assisted National Center staff in the initial identification of the teacher competency statements. Appreciation is extended, too, to the 80 additional teachers and supervisors from throughout the United States who assisted in the verification of the 380 competencies.

Field testing of the materials was carried out with assistance of field-site coordinators, teacher educators, students, directors of staff development, and others at the following institutions: University of Alabama–Birmingham; Albuquerque Technical-Vocational Institute, New Mexico; University of Central Florida; University of Southern Maine; Maricopa County Community College District, Arizona; Murray State University, Kentucky; University of New Hampshire; SUNY College of Technology–Utica, New York; Temple University, Pennsylvania; Texas State Technical College; Upper Valley Joint Vocational School, Ohio; and Central Washington University.

Special recognition for major individual roles in the development of these materials is extended to the following National Center staff; Lucille Campbell-Thrane, Associate Director, Development Division, and James B. Hamilton, Program Director, for leadership and direction of the project; Lois G. Harrington, Karen M. Quinn, and Michael E. Wonacott, Program Associates, for training of module writers and module quality control; Cheryl M. Lowry, Research Specialist, for developing illustration specifications; Kevin Burke and Barbara Shea for art work; Nancy Lust, Research Specialist and Wheeler Richards, Graduate Research Associate, for assisting in the coordination of module field testing and data summarization; and Catherine C. King-Fitch, Program Associate, for revision of the materials following field testing. Special recognition is also extended to the staff of AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Donna Pritchett for module layout, design, and final art work, and to George W. Smith Jr. for supervision of the module production process.

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- Installing educational programs and products.
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MODULE

L-10

Counsel Exceptional Students with Personal-Social Problems

Module L-10 of Category L—
Serving Students with Special/Exceptional Needs
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

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INTRODUCTION

Counseling students with personal-social problems is an important part of the teacher's role in helping them to learn, grow, and mature. It is especially important with students with exceptional needs, who may have problems related to their cultural backgrounds, physical or mental characteristics, economic status, or other exceptional needs or conditions. Such problems may include the following:

- Poor self-concept
- Difficulty with clarifying values
- Reentry shock
- Inadequate personal hygiene
- Irresponsibility
- Abuse of alcohol or other drugs
- Parental abuse

Effective counseling requires the development of a positive rapport with students that is based on trust, empathy, and sincerity. Such rapport is necessary to understanding and appreciating the uniqueness of each student's situation and to identifying and resolving specific personal problems.

Through contacts with students, you will sometimes become aware of student problems that require special support counseling. In such cases, referral to other trained professionals in the school or in outside community agencies is recommended. Consequently, you must be aware of the referral policies unique to your school or community.

This module is designed to prepare you to counsel students with exceptional needs who have personal-social problems that are adversely affecting their performance in your classroom. It will give you skill in developing rapport with students, counseling students with frequently found personal-social problems, and referring students to other trained professionals when necessary.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, counsel exceptional students with personal-social problems. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 33–34 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the important considerations and techniques involved in counseling students with exceptional needs who have personal-social problems (*Learning Experience I*).
2. Given case scripts describing how teachers counseled students with exceptional needs who had personal problems, critique the performance of those teachers (*Learning Experience II*).

Prerequisites

The modules in Category L are **not** designed for the prospective teacher with no prior training and/or experience. They assume that you have achieved a minimal level of skill in the core teacher competencies of instructional planning, execution, and evaluation. They then build on or expand that skill level, specifically in terms of serving students with special/exceptional needs.

In addition, to complete this module, you should have defined or redefined your educational philosophy to include your responsibility for serving students with exceptional needs; and you should have competency in identifying and diagnosing the needs of these students. If you do not already meet these requirements, meet with your resource person to determine what method you will use to do so. One option is to complete the information and practice activities in the following modules:

- *Prepare Yourself to Serve Exceptional Students*, Module L-1
- *Identify and Diagnose Exceptional Students*, Module L-2

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

A teacher experienced and effective in counseling students with exceptional needs who have personal-social problems whom you can interview.

A locally produced videotape of a teacher counseling a student with exceptional needs who has personal-social problems that you can view for the purpose of critiquing that teacher's performance.

Videotape equipment to use in viewing a videotaped counseling session.

Learning Experience II

Optional

One or more peers with whom you can participate in simulated counseling sessions.

Videotape equipment to use in recording simulated counseling sessions.

Learning Experience III

Required

An actual teaching situation in which you can counsel exceptional students with personal-social problems.

A resource person to assess your competency in counseling exceptional students with personal-social problems.

Terminology

Special/Exceptional Needs: Referred to in the modules simply as exceptional needs, this term refers to those needs that may prevent a student from succeeding in regular vocational education classes without special consideration and help. The following types of students are included in our definition of students with exceptional needs:

- Persons enrolled in programs nontraditional for their sex (e.g., the male in home economics)
- Adults requiring retraining (e.g., displaced homemakers, technologically displaced)
- Persons with limited English proficiency
- Members of racial/ethnic minority groups
- Urban/rural economically disadvantaged
- Gifted and talented
- Mentally retarded
- Sensory & physically impaired

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

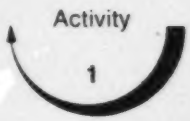
The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

NOTES

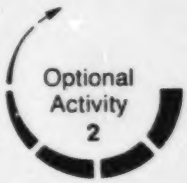
Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the important considerations and techniques involved in counseling students with exceptional needs who have personal-social problems.



You will be reading the information sheet, Counseling Students with Personal-Social Problems, pp. 8–18.



You may wish to meet with a vocational teacher who is experienced and effective in counseling students with exceptional needs about their personal-social problems.

You may wish to view a locally produced videotape of a teacher counseling a student with exceptional needs who has a personal-social problem and to critique that teacher's performance.

You will be demonstrating knowledge of the important considerations and techniques involved in counseling students with exceptional needs who have personal-social problems by completing the Self-Check, pp. 19–20.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 21–22.

Activity 1

For information on the basic principles and techniques involved in counseling students with exceptional needs who have personal-social problems, read the following information sheet.

COUNSELING STUDENTS WITH PERSONAL-SOCIAL PROBLEMS

All students, at some time or another, will have problems that adversely affect their performance in the vocational-technical program. When this happens, concerned teachers automatically try to help their students resolve their problems. The "teacher as counselor" is a typical, natural role.

The help may take the form of a one-to-one talk after school with a student, a formal conference with a student's parents, a word of encouragement, or referral to another professional. Regardless, it's all some form of counseling to help students to feel good about themselves and to do better in school.

Students with exceptional needs may require more frequent or intensive counseling assistance than other students in order to succeed in the program. This need not be worrisome to you, because most of the counseling skills you need in order to help students with exceptional needs are the same ones you would use with "regular" students. Following is an example of a teacher counseling a student with exceptional needs.

A Latino student, Maria, was frequently absent from school. However, she worked diligently when she was present and seemed to have an interest in her classes. Her vocational teacher, Mr. Olson, was concerned about her frequent absences. Therefore, he asked her to remain after class to talk.

Mr. Olson discovered that Maria was kept at home by her parents to help around the house. She was often needed to baby-sit for her little brothers and sisters. Maria revealed that her parents (especially her father, who believed that "a woman's place was in the home") made her feel guilty about going to school.

Undecided about how to proceed after the conference, Mr. Olson contacted the school counselor. She indicated that, in some Latino families, education of females is not highly valued. Females in those families are discouraged from considering any role other than that of traditional homemaking. This seemed consistent with Maria's situation.

With this basic understanding of Maria's home life and family priorities, Mr. Olson decided to contact her parents to set up a meeting. He was hopeful that, by explaining the value of his vocational program for their daughter and describing the enthusiasm she showed for the class, he could gain their support and understanding. As a result, he hoped they would encourage their daughter to attend school.

In the previous example, the teacher was **concerned** about his student's performance and took the time to meet with her after school and listen to her story. He contacted the school counselor to seek additional information and help on how to proceed. He came to recognize the ways in which a student's culture and family priorities can affect classroom performance.

Additionally, the teacher took the initiative in setting up a conference with this student's parents. In this way, he could share with them his concerns about their daughter's absences and explain to them the value of the program for her future.

Because you, as a vocational-technical teacher, will work closely with students in both the classroom and laboratory, you will have many opportunities to recognize students who are having problems. Thus, you are in an excellent position to provide or arrange for needed counseling assistance.

You can be especially helpful to students who may have additional personal-social problems related to their cultural backgrounds, physical or mental characteristics, economic status, and so on. In the classroom, these problems often are manifested by disruptive behavior, boredom, frequent absences, inability to get along with others, lack of motivation, or hostility.

Although you may often act in a counseling role, it is important to remember that you are not a counselor. Important and basic differences exist between the roles assigned to counselors and teachers. Your main responsibility as a teacher is to impart technical knowledge and help students achieve technical and employability skills.

You cannot, however, ignore the fact that students are human beings with emotions, successes, and problems that can affect their behavior in school. When you recognize that problems are interfering with a student's ability to perform, you can and should provide needed counseling assistance.

Of course, you also need to recognize that there are instances in which you cannot help your students (e.g., in the case of emotional problems, extreme disruptive behavior, or economic problems). In these instances, you need to be aware of available school and community personnel to whom students can be referred. In that way, the best possible care can be provided to solve problems and meet student needs.

The remainder of this information sheet provides information and strategies to help you effectively perform in a counseling role, which involves the following skills:

- Building a positive rapport with one's students in order to "set the stage" for counseling
- Counseling students with specific problems that affect their ability to perform to their maximum in the vocational-technical program
- Referring students to other personnel—both in the school and in outside agencies—who can provide help to students with problems that you cannot resolve

Building Rapport

To effectively counsel students with exceptional needs whose behavior is inhibiting their ability to perform successfully in your program, you must be able to develop a positive rapport with them. A positive rapport must be based on trust, sincerity, and empathy. If your students don't feel that they can trust you or feel that you aren't really interested, you will have difficulty in identifying and resolving the underlying causes for the students' behavior problems.

Building rapport with students with exceptional needs is just like getting to know and being friendly with any person. All people appreciate a smile, a word of encouragement, a joke, a pat on the back, and patience.

Students with exceptional needs may have personal problems that can affect their school behavior—for example, divorce, separation, abuse of alcohol or other drugs. These students also may have other life roles, responsibilities, and priorities that influence their behavior. For example, you may have a student who falls asleep regularly in class because he works at two jobs to pay for his schooling and support his family.

It is essential to understand that students' behavior problems are **not** always related to the "obvious" characteristics that make them "special," such as a physical handicap, race, enrollment in a program nontraditional for their sex, or limited English proficiency.

Consider, for example, the displaced homemaker, back in school for retraining, who is often late for class. She may be late **not** because she is a woman required to go back to school. In fact, she may very much enjoy her classes. She may be late because her baby-sitter, who provides excellent care for her child, is consistently late in arriving at the house.

On the other hand, some problems are directly related to students' exceptional characteristics. Consider the student, known to be exceptionally bright, who consistently disrupts class and creates problems for the teacher and for the other students.

This student, who has a very high I.Q. and no history of such disruptive behavior, may be bored in class because he does not feel challenged or motivated. He may be acting out his frustration and boredom by disrupting the class. In his case, the student's behavior problem **is** related to his special characteristic—his giftedness.

Being able to appreciate and understand the uniqueness of each student's situation is, therefore, essential to establishing rapport. So is a **sense of humor.** Laughter is a wonderful release and helps draw people together. However, you must be sensitive to what constitutes **appropriate** humor. Jokes or remarks about differences in people, which are supposed to be funny, **aren't** and should be avoided.

Your willingness to be frequently available to talk will increase your chances for getting to know students. You need to maintain an **open-door policy**—to let your students know you are always glad to talk with them. By doing so, those students who are too embarrassed to discuss certain matters in class, even if removed from others, may seek you out for assistance.

Another effective way to build rapport with your students is to show concern when they are absent by following up to determine why they're not coming to class and to offer encouragement. Such **follow-up** may include contacting the central office, calling the student at home, or asking the student in person (whenever you see him/her in school) why he or she is not coming to your class. By following up, at least initially, your students may more readily believe you sincerely want to help, and they will probably come to trust you.

Building trusting relationships does not always happen as easily or as quickly as you might wish. You need to learn to **be patient.** Also, you will need to **be tactful.** For example, you may notice that a student, who has had polio and has poor control of her right leg, shies away from speaking in front of the class. On days when group presentations or demonstrations are to be given, this student is often absent.

You suspect that this student is absent because she is embarrassed about her leg. Since she is obviously sensitive about her handicap, it probably would not be a good idea to confront her directly on that issue right away. Rather, you should praise her in class for work well done.

In addition, you should provide this student with more opportunities for social interaction so that she can come to know her peers better and feel more comfortable with them. And you should provide opportunities for her to experience success through activities that do not involve making presentations in front of the class.

In short, you would need to give this student **time.** Once she feels secure socially with her classmates and is used to experiencing success in other kinds of activities, she should then become more comfortable in speaking in front of the class.

A variety of factors may **inhibit** rapport-building. A student's limited ability to understand English is certainly an important consideration. Students with limited English proficiency may misinterpret what you say. For example, if you make a joke and laugh, they may think you're laughing **at** them. Therefore, you need to **speak slowly** and to **articulate clearly** when speaking to students with limited English proficiency. Also, you should face them when you speak. This can be helpful to comprehension.

A teacher's lack of cultural awareness and understanding may also inhibit the growth of rapport. For example, among American Indians it is considered respectful to speak softly and keep one's eyes averted from the person speaking. Non-Indian teachers may easily perceive this behavior as indicating apathy, guilt, or even hostility.

On the other hand, it is considered appropriate in the Latin culture to stand relatively close to a person who is speaking. If a teacher is unaware of this cultural behavior, he/she may move away from the student to a distance that is appropriate to the teacher's culture. The Latin student may then perceive this action as rejection by the teacher. It's probable that, if such experiences are repeated, the student will stop initiating conversations with the teacher.

It is, therefore, essential that you **learn about the cultures** of your students. Asking other staff members, reading relevant books, or talking to the students themselves about their languages and cultures are all ways you can come to better understand the behavior of your students.

Finally, there will always be some students who will resist any kind of personal relationship with a teacher. It is important to **maintain your perspective.** You must learn not to take everything personally. It may **not** be that they don't like you or trust you. It may just be that they are not at a point where they want to accept help from you. There are other students in the class, only so much time, and only one of you. Do what you can. If you do the best you can to help your students with their problems, most of your efforts will be worthwhile.

Working on Specific Problems

Once you've gotten to know your students and have come to understand their exceptional needs and unique personalities, you will be better prepared to assist them with any problems and to help them overcome any self-defeating behavior patterns. The following material describes some of the problems and self-defeating behavior patterns that are sometimes found among students with exceptional needs. Examples are also provided concerning what you can do, by acting in a counseling role, to help students work through and resolve these problems.

Self-Concept

Probably the major problem that inhibits the performance of many students with exceptional needs is poor self-concept. It's not hard to understand why. Some of these individuals have been told they are "different," "ugly," or "too old to learn." Some have been called "cripple," "dummy," or "Spic." Some have been isolated in special classes. Thus, it is not surprising that they may not have a very positive attitude about themselves.

For example, a young girl enrolled in auto mechanics may have been made to feel "unladylike" by her male peers. A physically handicapped student may never have been chosen to be on a team in a physical education class. An economically disadvantaged student may have been shunned socially because her clothes were not "good enough."

Students with poor self-concepts may act out their feelings of inadequacy in a variety of ways: frequent absence from school, excessive clowning around in class, disregard for physical appearance, shyness, withdrawal from class participation, or smart-aleck remarks to teachers and peers. They often have lost any motivation for trying to succeed at doing things. They may feel, "Why bother? Nobody will ever hire a handicapped [or black, or older, or whatever] person anyway."

You need to help your students develop positive attitudes toward themselves, others, work, and school. One way you can help is by **providing positive role models** with whom the students can identify. Such persons may include women who are successfully employed in jobs nontraditional for their sex, minority persons who own their own businesses, or handicapped vocational-technical instructors. You could provide activities such as the following:

- Show films depicting the achievements of persons with exceptional needs.
- Invite persons with exceptional needs to the class to talk about their school experiences and how they succeeded on a job.
- Arrange field trips to businesses or industrial sites to give your students a chance to observe and talk with successfully employed persons with exceptional needs.

Another way to help students develop more positive attitudes about themselves is by **helping them identify their own strengths and weaknesses.** Consider, for example, a likeable and very bright student who is confined to a wheelchair. Lately, he has been coming late to his marketing and distributive education class, in which sales techniques are the topic of study.

While the student usually feels comfortable in this class, he's embarrassed when he has to role-play selling a product with his classmates. He feels that the other students are secretly wondering why he's bothering, when a person in a wheelchair would never be hired as a salesperson anyway.

The instructor could schedule a talk with the student to discuss his feelings of inadequacy and to point out his strengths. The instructor could say that, yes, there is a possibility that some employers might not want to hire someone in a wheelchair for a sales position. However, the instructor should emphasize the student's strengths—such as his ability to talk easily with strangers, his overall poise, and his ability to think on his own and to make decisions. The instructor should stress that these are things that are highly valued by employers.

Consider another example—an economically disadvantaged woman enrolled in a child-care program. She is having difficulty with the reading required in the program. Despite her many years as a mother of four children, she is considering dropping out of the program because of her reading problem.

In this situation also, the teacher could schedule a brief conference with the student in order to point out the natural abilities this woman has that would make her an excellent child-care worker: warmth, kindness, common sense, love for children. The teacher should praise such qualities and stress how they are equally as important as reading skill, if not more so, to success in the child-care program. With such an approach, the student should come to feel more assured and confident about her ability to succeed in the program.

Furthermore, **emphasizing students' special talents** will usually also make them feel more positive about themselves. For example, you may have a bilingual student who is proficient in both English and Spanish. This student could be asked to translate materials into Spanish for you to help you provide instruction for some of your Hispanic students who are not as proficient in English. You might also ask such a student to assist during an open house to make the experience more meaningful to parents who may not understand English.

Or one of your students with exceptional needs may be very talented in drawing. You could ask this student to make drawings of tools or parts of machines, and to label them. This could help the student feel productive and motivated, and he or she will probably also better learn the course material while doing the drawings.

You can also do much to instill personal motivation and build positive self-concepts by **expressing high expectations** for your students' performance. Some students feel they can't do anything right because past teachers gave up on them, either out of apathy or out of pity. These students were allowed to slip by, thus contributing to their negative self-concepts.

To break this cycle of defeat, you should spell out what your expectations are. You need to make it clear that, if work is not of the quality you expect, it will be returned to be done over. You should stress that, in the working world, tasks must be done correctly the first time.

Don't discourage your students, however. Students with exceptional needs often just need more time and practice to learn new skills. You should **stress the positive.** You need to find something good to say about some aspect of their work behavior even though there may be an apparent **overall** lack of progress—even though they may not be able to successfully perform the required task as yet.

For example, consider an older displaced homemaker enrolled in a beginning typing class. She is so concerned about not making errors that her typing speed is far below that which is required. The teacher should compliment the student on her accuracy, while also stressing the necessity for increased typing speed.

Finally, you should be sure to incorporate in your lesson plans tasks at which the students **can** succeed, including ungraded activities.

Values

Some students with exceptional needs must struggle daily to maintain their identity in a system that is geared to the majority culture. Many may be caught in a conflict between wanting to fit in with the majority culture, yet desiring to maintain their own cultural values. Teachers and others often have values and expectations concerning what constitutes acceptable behavior (e.g., punctuality, appropriate dress, proper speech) that are contrary to those held by students as a result of their cultural backgrounds.

Without a clear understanding of what is expected and why, these students may come to doubt their own values and abilities. Some may even come to reject their own cultures. You can help to build esteem and confidence in such students by assisting them in clarifying their own values. One way to help students clarify their values—who they are, what they believe, and what they want to be—is to **conduct self-awareness activities** in class and relate them to career goals.

For example, you might ask each student to develop a list of adjectives that describe his/her personality and work behavior. Then, you could ask each student to define his/her career goal and make a list of the characteristics a person would have to have to be successful in such a career. A lively discussion should follow when you guide your students in looking at the similarities and differences between their two lists.

When helping students to clarify their own values, you should also be willing to **explain your own values,** if asked. However, you need to be careful not to impose your views on your students. Like it or not, many students accept what a teacher says as "gospel." Therefore, you must be aware of how your own values can affect students—for good or ill.

For example, consider a male student who wants advice from you about enrolling in a nurse's aide program—a program in which he will be the only male. The student has come to doubt the wisdom of this career choice as a result of intense teasing by his current male classmates. Even though he's really interested in pursuing such a career, he's become worried that others won't see him as "masculine" if he becomes a nurse's aide.

In such a situation, you would need to be supportive of the student's decision. You should encourage the student to do what he wants, even though you personally may not believe that such an occupation is appropriate for men. You have a right to your opinions, but you must be careful not to impose them on your students.

Personal Hygiene

Some students have poor personal hygiene because of a lack of information or because of economic factors. For example, a student may live in a home without plumbing. For him or her, it is not possible to bathe regularly. When students are not familiar with, or cannot maintain, basic hygiene, you should provide hygiene information as appropriate. This is not outside the scope of your responsibility; their employment success may depend on it.

Counseling students about their hygiene can be a delicate situation, particularly with teachers and students of opposite sex. Therefore, one way to handle this problem is to **make student hygiene a group concern.** For example, you might consider developing a whole unit or lesson on hygiene—one that involves the participation of all students. You would need to stress the importance of a neat, clean personal appearance, both in the classroom and in the world of work.

If you have a student who really is not benefiting from the group instruction—one who still comes to class dirty or with an offensive body odor—a more direct, one-on-one approach would need to be taken. You—or some other staff person who would feel comfortable in discussing the problem—should **talk to the student privately.** At all costs, try to avoid embarrassing the student: be honest, yet caring.

Because student hygiene is such an important area, it is helpful to **seek the support of others** in the school, such as the home economics teacher, health and physical education instructor, guidance counselor, school nurse, or other staff. These other school personnel can provide a variety of services that can benefit your students.

They might be able to give demonstrations of how to do laundry using washing machines, how to iron clothes, how to brush one's teeth, and so on. They might offer direct counseling assistance to students on matters with which you may feel uncomfortable—for example, teaching young women about feminine protection. Perhaps, you could make arrangements with the home economics teacher or physical education teacher to allow these students to use the school's washing machines or showers.

The provision of such services may be invaluable to economically disadvantaged students who may come from homes where there is no hot water—let alone washing machines or bath tubs. For students who have been embarrassed about their appearance, their self-concepts can improve markedly as they learn how to take better care of their bodies and their clothes.

Self-Responsibility

You may find that you will need to counsel some students about irresponsible behavior. Students who lack self-responsibility may have never had a chance to make **decisions** on their own. They may never have been required to accept the **consequences** of their irresponsible behavior.

Take, for example, a mentally retarded or physically handicapped student whose parents, "out of love," drive him to school every day, clean his room, handle his money, and in general, make most of his decisions. They don't require him to perform chores at home and feel guilty about reprimanding him when he is sloppy, disruptive, or ill-tempered at home. In class, therefore, this student does not turn work in on time, has to have his own way, speaks out when others are talking, and in general, is a problem.

For students to learn self-responsibility, they must have opportunities to make choices and decisions. At the same time, they must learn that they will have to accept the consequences of their choices and decisions—good or bad. You can help in this learning process by planning activities that have structure—but that also allow for creativity and provide opportunities for students to make decisions and take on responsibility. Group projects in which individual students are responsible for certain tasks are an example of this type of activity.

Because some students need more structure than others, it is critical that you clearly explain what your expectations for responsible behavior are. The consequences of responsible and irresponsible behavior must also be clearly spelled out. It is then up to you to be consistent in your actions toward the students (i.e., positive reinforcement for responsible behavior, negative or no reinforcement for unacceptable behavior). It does no good to **establish guidelines** and **define consequences** if you are not going to **follow through.**

Once expectations have been made clear, you must **follow up** on a student's behavior. Regularly scheduled individual conferences with students to discuss or evaluate their behavior are an effective follow-up procedure. During such a follow-up conference, you should work with the student to set goals for improvement and to identify ways for reaching those goals. You should discuss possible alternative courses of action and their possible consequences. Above all, you need to **make sure the student is actively involved** in this problem-solving process.

Reentry

Another problem often faced by teachers is how to counsel students who—upon returning to school after many years of working in business, industry, or the home—suffer from "reentry shock."

Not having been in school for a while, they may be shocked when they see students smoking in the lounges, females wearing pants, individualized instruction, computer-assisted instruction, ungraded activities, or familiarity between students and teachers. Because of such shock, some of those students may feel that they cannot cope in such a new situation.

These students need assistance to enable them to cope better with the present school environment. You can help these students to adjust by outlining classroom procedures, either in writing or orally, and by explaining why things are done as they are.

Remember, these students are adults. They are probably used to solving problems and making decisions on their own. They generally want to understand **why** they are doing a task and how it relates to other activities in their vocational program and, ultimately, to their career goals. By planning relevant learning experiences, ensuring that they can see the relevancy of these experiences, and being willing to explain the rationale for classroom procedures, you can help dispel their fear at being back in school.

Chemical/Physical Abuse

Chemical abuse. Abuse of alcohol and other drugs is a serious problem for some students. If you notice that the behavior of one of your students seems different from the way he/she normally acts, it may be possible that the student is abusing alcohol or other drugs

As a teacher, you need to **be aware of the symptoms** of chemical abuse so that students can receive help as soon as possible. Such symptoms may include drowsiness, glassy eyes, or hyperactivity. You should also be aware of the paraphernalia often associated with drug use (e.g., roach clips, coke spoons, or needles).

Because you are not a trained alcohol or drug counselor, you need to **be careful** about diagnosing a problem as being chemical-related. Symptoms that may appear to be chemical-related may not be all. For example, a student who constantly falls asleep in class may simply be tired from working a second shift at night.

If, however, after close observation of the student's behavior, you believe the problem is related to alcohol or other drugs, you should **confer with the student** about your suspicion. You need to make it clear that you are truly concerned about his/her welfare and want to help as much as possible. At that time, you should **suggest that he or she seek help** from other trained support personnel in the school or in outside agencies that provide alcohol and drug counseling services.[1]

Physical abuse. Physical abuse by parents, a spouse, or others is another very serious problem that you need to be aware of. Unlike chemical abuse, there may be no outward visible symptoms of physical abuse. Students who are victims of such abuse

1. To gain skill in working with students with chemical abuse problems, you may wish to refer to Module E-10, *Combat Problems of Student Chemical Use.*

often experience guilt or shame and thus may be unlikely to seek help from a teacher. However, if you have established a good rapport with your students, some may seek your assistance.

In dealing with such a sensitive area, you need to **be kind and empathetic.** You need to let the student know that you care very much about his/her welfare. You should emphasize, however, that other professionals are better trained to deal with such a problem and that you **suggest talking to others.**

You can help by providing the student with names of other persons—in or out of the school—that he or she can call upon for assistance. You can also telephone these other people yourself if the student wishes. If the student refuses to seek outside help, it is essential to keep dialogue open, while continuing to encourage referral.

Referring Students to Other Professionals

Through contacts with students, you will sometimes become aware of student problems that require special support counseling—legal, medical, financial, social, mental health. Referral to other trained professionals is recommended in such cases if (1) the student's problem requires more time than you can offer, or (2) your training is inadequate to deal with the problem.

School Resources

The majority of students with problems can be effectively helped by other school staff members. Within the school itself, you can generally refer students to any pupil personnel worker (e.g., counselor, school psychologist, or school nurse) for help with problems related to that person's area of responsibility. Other teachers with specialized training can also provide necessary assistance.

In many educational institutions or districts, especially the larger ones, personnel are hired specifically to provide supportive services to meet the unique requirements of students with exceptional needs. Such personnel—remedial teachers, work/study coordinators, bilingual aides—might also provide valuable counseling assistance. Following is a description of the school personnel that most commonly provide necessary support counseling.

Guidance and counseling staff. Guidance and counseling personnel are the persons to whom teachers most frequently refer students for counseling. While counselors are not licensed psychologists, they can help students deal with many common personal and emotional problems. They can talk with students about their interpersonal relationships at home and at school, and about the stresses of daily living. Over time, counselors and students, working together, can get problems out in the open and can work out solutions to these problems.

By their training and experience, counselors are in a much better position than teachers to work with students who have serious personal-social problems (e.g., chemical abuse, physical abuse, financial distress) and to know what additional professional help is needed. It is very important that the teacher not try to dabble as "amateur psychologist" in these very sensitive areas.

In helping a student to explore ways to solve his/her personal problems, the counselor may also arrange for a conference involving the counselor, the student, the student's significant others, and one or more teachers. The counselor's training especially qualifies him/her to conduct such conferences. However, whether such a conference is arranged by the counselor or the teacher, it should be done with the student's knowledge and cooperation, with the possible exception of situations involving disciplinary action.[2]

Counselors can also assist your students indirectly, following referral, by helping you locate resource materials and identify procedures for working with students with particular exceptional needs. The counselor may have materials on exceptional needs or on dealing with specific personal-social problems. You could also meet with the counselor to identify ways in which you can improve your counseling techniques.

School psychologists. School psychologists usually provide diagnostic testing to identify reading or other learning difficulties, as well as individual psychological examinations and diagnoses. They can aid in counseling students who have emotional problems. School psychologists are also able to refer students to appropriate outside community resources.

2. To gain skill in conducting such conferences, you may wish to refer to Module F-3, *Use Conferences to Help Meet Student Needs.*

School nurses. School nurses handle medical problems and records. Any hearing, vision, personal hygiene, or related problems can be referred to them. In turn, a nurse may refer the case to other medical professionals for assistance.

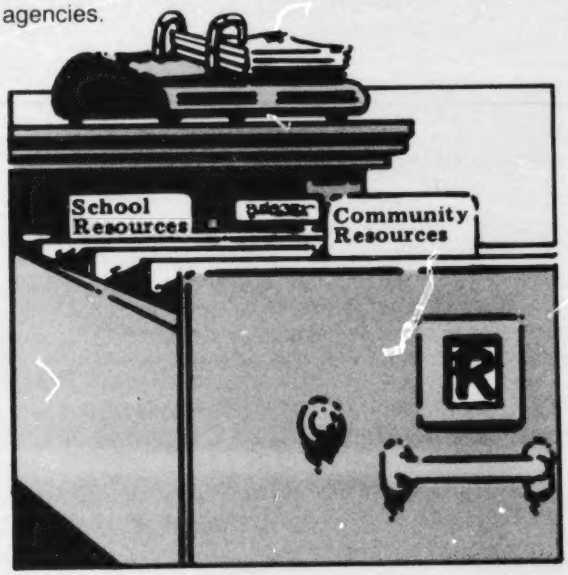
Visiting teachers. In addition to teaching students at home when they have long illnesses or other problems, visiting teachers provide contact with outside agencies: welfare groups; juvenile courts; and others concerned with student problems such as pregnancy, chemical abuse, and so on. These teachers can (1) provide a link between home and school through home visits, in which they relay information and explain policies, and (2) act as a liaison between home, school, and outside agencies.

Community Resources

Some students may need to be referred to outside community agencies if the school has used all its available resources. Referrals can be facilitated if the school staff, including the vocational-technical program staff, are acquainted with community agency personnel and familiar with the services each agency can provide to students.

This can generally be accomplished by visiting agencies to meet with staff and learn about the services they offer. If personal visits cannot be made, perhaps the school could sponsor a special open house, inviting agency personnel to meet with school staff to describe what services are available.

School staff can also make telephone calls to agencies and then develop a resource file listing contact persons and services. Not all staff members need to make calls, but all staff members need to be made aware of the existence of a resource file and of the policies for referring students to such agencies.



Policies for referral to outside agencies will be unique to the particular school or community. Depending on the policies of your school, you may or may not be involved in the process of referring a student to an outside agency. Often, it is the school counselor or an administrator who is responsible for such action.

It is important, in any case, that one person be designated as a contact person representing the school. The following referral guidelines can be useful:

- Discuss the student's problem with an agency before the problem becomes so severe that a referral is urgent.
- Find out what school personnel have talked with the student or any of his/her significant others about the problem before referral is made.
- Find out if any agency is already working with the student.
- Gain consent of the student's parent(s) or guardian(s)—if the student is a minor—before referral, and obtain their written consent before releasing any information to an agency.
- Discuss with the student and his/her significant others the services the agency can provide.
- Let the student—or his/her parent(s) or guardian(s)—make the agency contact, unless the problem is so severe that this is not possible.

There are many outside agencies that provide valuable services, although they may vary from community to community. Examples of such agencies follow.

Government-supported employment and training services. The Job Training Partnership Act (JTPA) of 1982 provides for comprehensive employment and training services for economically disadvantaged, unemployed, or underemployed youth and adults, which will result in an increase of their earned income. These services are administered through a coordinated and decentralized system of federal, state, and local programs. JTPA services may include the following:

- Job search assistance, including orientation, counseling, and referral
- On-the-job training, institutional skill training, upgrading, and retraining
- Supportive services such as health care, child care, residential support, and transportation
- Payment of needs-based allowances to persons to cover expenses incurred in training or employment

You may, for example, have a student who, because of economic difficulties, cannot afford to continue his/her vocational training. This student may be eligible to receive JTPA money that would cover the training expenses. The student should be made aware of the availability of such funding and should be referred to the appropriate agency.

Also, disadvantaged single parents who are enrolled in vocational programs are often forced to quit their schooling because they don't have enough money to pay for child care. These persons need to know that JTPA funds are available to cover child-care expenses.

In order to be eligible for these services, persons must be economically disadvantaged. However up to 10 percent of the persons served by adult programs do not have to be economically disadvantaged if they have other barriers to employment (e.g., older workers, persons with limited English proficiency). And there is also provision in the act for serving the needs of dislocated workers—those who have been terminated or laid off and who have limited opportunities for employment.

The term *economically disadvantaged* refers to a person who meets the following criteria:

- Receives (or is a member of a family that receives or is eligible to receive) cash welfare payments
- Has (or is a member of a family that, in relation to family size, has) an income below the poverty level
- Is a foster child on behalf of whom state or local payments are made
- Has a status that presents significant barriers to employment, such as a handicap, being a regular outpatient of a hospital, etc.

The term *underemployed* refers to a person who meets the following criteria:

- Is working part-time but seeking full-time work
- Is working full-time but receiving wages not in excess of the poverty level

Vocational rehabilitation. Vocational rehabilitation services are provided in each state for eligible handicapped persons. To be eligible for rehabilitation services, the following three criteria must be met by a potential client:

- The individual must be diagnosed as having a physical, mental, or emotional impairment.
- The diagnosed impairment must present a handicap to the person's ability to find suitable employment.
- There must be a **reasonable expectation** that the client will be able to find suitable employment after the provision of rehabilitation services. (The rehabilitation counselor makes this determination.)

Services may include the following:

- Diagnosis and evaluation of rehabilitation potential
- Counseling and guidance, including (1) personal-adjustment counseling throughout a handicapped person's program of service and (2) referrals to secure services from other agencies
- Training services of a personal- and vocational-adjustment nature, including the provision of work experience, books, tools, and other materials related to training
- Transportation
- Placement in suitable employment
- Other goods and services that can reasonably be expected to increase the employability of a handicapped individual

For example, consider the student who has recently had an accident and is now in a large cast that prevents her from driving a car. The student can no longer get to school on her own. She is embarrassed about asking friends for rides, which she perceives to be a burden for them. But, she cannot afford to take a taxi and cannot use the bus.

In this case, vocational rehabilitation services may pay transportation expenses for her to take a cab to and from school. Such a service is expected to benefit the handicapped student in terms of employability.

Community mental health centers. Local community health centers provide a variety of services: crisis intervention; individual and group therapy; alcohol- and drug-abuse seminars; and support groups for women, homosexuals, battered wives, abused children; and so on.

Services are provided for persons of all ages. Fees are generally determined according to a sliding scale based on the client's ability to pay. Typically, mental health centers are open 24 hours a day. Staff may include psychiatrists, psychologists, counselors, social workers, and nurses.

Other government and community agencies/organizations. Numerous other government and community agencies and organizations exist to provide a wide variety of services that may be needed

by students with exceptional needs. For example, a city's housing authority can help disadvantaged students find low-rent housing. Halfway houses provide assistance for students with drug problems. Local hot lines can provide information on almost all community service agencies.

Similarly, civic groups—such as the Kiwanis, Lions Club, and Jaycees—may offer scholarships to handicapped or disadvantaged students. Students with drinking problems can seek assistance from Alcoholics Anonymous. Teenagers with alcoholic parents can get help from Alateen. Family-planning counseling is offered through Planned Parenthood. The YMCA, YWCA, Big Brothers, and Big Sisters provide recreational and educational opportunities for disadvantaged and handicapped persons.

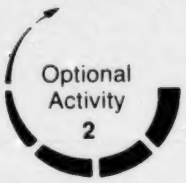
Record Keeping

It is important that you maintain appropriate records documenting your counseling activities. Such documentation provides an effective means for following up on the progress of students you have counseled. Also, records can be useful if you need information at a later date about what was said or what actions took place when.

Keeping records need not be time-consuming—if you write up your notes on the same day that you counsel a student. The extent and content of your counseling records will vary somewhat with your situation and the types of personal-social problems you encounter. Generally speaking, however, you will want to include such information as the following:

- What the problem is
- How the problem came to your attention (e.g., what effect it had on the student's behavior or performance)
- What actions you took to help the student deal with the problem
- Referrals made to school or outside resources
- Outcomes
- Follow-up steps to be taken

And remember, it is essential that your counseling records be kept **confidential.** They are for your use only.



You may wish to locate and meet with a vocational teacher who is experienced and effective in counseling students with exceptional needs who have personal-social problems. You could structure your interview around questions such as the following:

- How do you establish rapport?
- What counseling approaches and techniques have you found useful?
- How do you decide when a referral to another professional is warranted?
- What referral services do you use?

Your institution may have available videotapes showing examples of teachers counseling students with exceptional needs who have personal-social problems. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in counseling students who have personal-social problems, using the criteria provided in this module or critique forms or checklists provided by your resource person.

The following items check your comprehension of the material in the information sheet, Counseling Students with Personal-Social Problems, pp. 8–18. Each of the five items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. What would you say to someone who suggested that the teacher's only function is to provide students with technical knowledge and skills?

2. Explain the importance of establishing rapport.

3. Discuss how you would counsel (1) a student who is embarrassed about participating in class because of a physical deformity and (2) a displaced homemaker who may quit school because she lacks money for day-care services.

4. Why might you refer a student to other support personnel in the school or in outside agencies rather than handle the problem yourself? What should be your role in the referral process?

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. While the vocational teacher's main responsibility is to impart technical knowledge and develop technical skills, the teacher cannot ignore the fact that students with exceptional needs are human beings with emotions, successes, and problems that can affect their behavior in school. When the teacher recognizes that problems are interfering with a student's ability to perform, he/she can and should provide counseling assistance.

   Because teachers work closely with students in both the classroom and laboratory, they have many opportunities to recognize students with problems. Thus, they are in an excellent position to provide counseling help. They can be especially helpful to students with exceptional needs, who may have additional personal problems uniquely related to the characteristics that make them special.

2. Students must feel that they can trust their teachers before they will feel free to openly discuss their personal problems. Therefore, teachers must work at building positive rapport by being trustworthy, empathetic, and sincere in their dealings with their students. By establishing positive rapport, they will be better able to identify and resolve the underlying problems that affect students' classroom behavior.

   Without rapport based on a thorough understanding of the uniqueness of each student's situation, the teacher may misunderstand the reasons for the problem behavior in the classroom. The teacher may attribute problems to the characteristics that make students "special" rather than to personal problems found commonly among all individuals.

3. A positive rapport is essential to counseling a student who is obviously sensitive about a physical handicap. In such a case, you must be tactful in your approach. You must understand that such a problem cannot be solved by just a few kind words of encouragement. Nor will it help to tell the student that it's silly to be embarrassed—that the other students don't notice the handicap. A student who has been stared at all his/her life knows that others do notice.

   Rather, you would need to smile and offer praise for other work well done in class. You should provide opportunities for such a student to interact socially with the other students so that he or she feels more comfortable with them. You should provide more opportunities for the student to experience success in activities involving group work. And you would need to be patient and to give the student time.

   Once the student feels secure socially with his/her classmates and is used to experiencing success in other kinds of activities, his or her embarrassment about participating in class activities should lessen. If the problem continues, you might need to refer the student to a school counselor.

   In counseling a student whose problem is a result of economic hardship, you need to be kind and understanding. In addition, and more important, the student needs to be given information about community resources that are available for persons who cannot afford to pay for day-care services.

You could refer the student to the school counselor to obtain the needed information. Or you could refer the student directly to an appropriate community agency. The appropriate procedure to follow would depend upon the referral policies of your school.

4. You might refer a student to other support personnel in the school or in outside agencies if the student's problem requires more time than you can offer or your training is inadequate to deal with the problem. Your role in the referral process would vary depending on the policies of your particular school.

   Within the school itself, you can usually refer a student to any staff member who has expertise in dealing with the specific problem. For referral to outside agencies, you may or may not be designated as the contact person representing the school. In any case, you would need to be aware of available community resources and the kinds of services they can provide.

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Counseling Students with Personal-Social Problems, pp. 8–18, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

Given case scripts describing how teachers counseled students with exceptional needs who had personal-social problems, critique the performance of those teachers.

You will be reading the Case Scripts, pp. 24–27, and critiquing the performance of the teachers described.

You will be evaluating your competency in critiquing the teachers' performance in counseling students with exceptional needs who have personal-social problems by comparing your completed critiques with the Model Critiques, pp. 29–30.

You may wish to participate—either as an observer or as a participant—in role-playing situations involving the counseling of students with exceptional needs who have personal-social problems. You may also wish to videotape the role-playing sessions for evaluation purposes.

Read the following case scripts describing how two teachers counseled students with exceptional needs who had personal-social problems that affected their classroom behavior. As you read, try to determine what each teacher is doing right and what each is doing wrong. At the end of each script are some key questions. Use these questions to guide you in **preparing a written critique** of each teacher's performance in counseling students.

CASE SCRIPTS

Case Script 1:

Background. Ralph Begay is a 20-year-old Navajo Indian who has moved from the reservation to Phoenix to attend a community college. When Ralph visits his family on the reservation, he and his mother often find themselves at odds. His mother wants to maintain the traditional ways and insists on speaking the Navajo language in the home.

Ralph loves his family, but he wants more time to explore his new and exciting surroundings. Often, he refuses to spend his weekends with relatives, using the excuse of having too much studying to do. He says he doesn't want to be "nagged" about why he left the reservation. When he does go home, he refuses to speak the Navajo language, insisting it is old-fashioned. His mother is hurt by his recent behavior.

At school, he avoids getting involved with other Indian students, preferring to pal around with Anglo students whom he regards as his friends. Many of the other Indian students call him "whitie" and accuse him of being ashamed of his background.

Last week, a fight broke out in the cafeteria between an Indian student and an Anglo student. The Anglo clearly was picking on the Indian student, saying "You Indians, you're all alike. Just lazy." Some of Ralph's friends laughed at what was going on. Ralph laughed, too, and then stared down at the floor. Ralph had trouble concentrating in his classes for the rest of the day.

Until recently, Ralph had worked hard at school and had tried to please his teachers. But now, his lab work is starting to suffer. He is becoming defensive with his teachers as well as his friends. Mr. Lustig, Ralph's lab instructor, is concerned about Ralph's recent behavior. During class, he pulls Ralph aside to a corner of the lab to find out why he's acting the way he is.

Mr. Lustig:

Ralph, I've got to be frank. Your attitude toward me and toward your work has got to improve. Man to man, what's bothering you?

Ralph:

There's nothing wrong.

Mr. Lustig:

Oh, come on. Look at this quiz. You barely passed.

Ralph:

What is this, pick on Indians week? Why are you singling me out? Don't you like Indians either?

Mr. Lustig:

Hey, wait a minute. All I said is that I'm worried about your schoolwork. I want you to do well, and I know that you're capable of doing better.

Ralph remains silent for a while, staring at the floor. He can't decide if he should tell Mr. Lustig what's been bothering him. He knows that Mr. Lustig has always been fair with him and that, to be honest, he does like the class a lot. Finally, he speaks abruptly.

Ralph:

I just don't seem to be able to get along with the students in this school. I don't know how to act.

Mr. Lustig:

Hmm, I hadn't noticed that. You always seem to get along well with everyone. I see you hanging around with Jim and Mark in the cafeteria all the time. I thought you guys were really good friends.

Ralph:

Yeh, but mostly it's just at school. I don't see them much outside. I guess they don't want to hang around with an Indian. I don't know. I try to be like them, but it just doesn't work.

Mr. Lustig:

So, the guys. . . . Excuse me. Tom, put the tools in the large box over there. What was I saying, Ralph? Oh, yes, these guys aren't such good friends after all?

Ralph:

Well, yes. And . . . well, I kind of like this girl, an Indian girl, but now she doesn't want to go out. She says that I'm a phony and that I act like I'm too good to hang around with the other Indian students in school.

Mr. Lustig:

Well, why don't you get more friendly with the other Indian students? They're your kind, and you'd

probably have a lot more in common with them as friends in the long run. Say, there's an Indian Student Association in the school. How about joining it? I bet your girlfriend would like that!

Ralph:

Yes, but . . .

Mr. Lustig:

Ralph, I hate to cut this conversation short, but I see that Tom over there is having problems with the grinder. I hope this talk has been helpful. Girls can be a problem, but don't let them interfere with your schoolwork. I'm sure everything will work out okay.

Why did the teacher want to talk with the student? Did any additional problems emerge? What occurred during their conversation that reflected the attitudes of the teacher? How do you think the student felt as a result of his talk with the teacher? How effective was the teacher as a counselor?

Case Script 2:

Background. Shelly O'Connor is a white, 17-year-old student enrolled in electronics, a program nontraditional for her sex. She is doing average to good work in this program, but sometimes her motivation to do well seems less than it should be.

Often, Shelley seems very interested in what she's learning. And, while she needed a bit of help at the beginning to catch up with the males also entering the program, she has progressed well. However, her uneven motivation seems to prevent her from doing as well as her instructors believe she should.

Mrs. O'Connor, Shelley's mother, says she would approve of Shelley's studying for any number of careers that are traditional or nontraditional, as long as the career she chooses requires a college education. To hear Mrs. O'Connor tell it, what bothers her is not that Shelley is in a nontraditional program but that she is in a vocational program.

She regards vocational education as being "beneath" her children, given their background. She is afraid that Shelley will not go on to college at all—that she will, instead, opt for a career that requires only a technical education.

In addition to believing that vocational education is somehow "tacky," Mrs. O'Connor feels that college women can be feminine no matter what their major field of study or their future careers. Women in a technical school or technical career, she feels, cannot.

Mrs. O'Connor feels that Shelley spends too much time being friends with boys instead of dating them. That she could look so much better if only she worked at it a little. That she really should try to be more gracious in social situations. And that she should make her above-average intelligence a little less obvious.

The setting is Mr. Johnson's electronics class in Northwest Vocational School.

Mr. Johnson:

For tomorrow, class, do all the problems at the end of Chapter 7, page 89. We'll check the answers tomorrow in class.

The class ends, and the students leave. Shelley lingers behind.

Mr. Johnson:

May I help you with something, Shelley?

Shelley:

Mr. Johnson, I want to drop this course.

Mr. Johnson:

But, why? You're doing quite well.

Shelley:

Well, I'm not sure I really want this kind of career. I don't think I have the aptitude for it.

Mr. Johnson:

But, you've done a good job in class. In fact, I think you're capable of doing oustanding work if you want to. I've seen your records. You are intelligent, and your aptitude scores match this program well. I've noticed that sometimes you don't seem as interested as you might be. But most of the time you do acceptable work.

Shelley:

But, don't you think it's kind of strange, a girl in electronics?

Mr. Johnson:

Not at all. In fact, more and more women are entering the field. It's a growing area, and as the technology gets more and more sophisticated, it will grow even more. I think electronics offers some great opportunities for women. If you'd like to talk with some women employed in electronics occupations, I may be able to arrange a visit or two where you can talk with them and see them at work.

Shelley:

Well, thanks, but I just don't think I should be in a vocational program.

Mr. Johnson:

When you entered the program, you said that you'd made up your mind about being in this program. You said that you didn't mind being the only girl in class because you'd done a lot of reading. I thought that you were sure that you wanted to study electronics. What's changed your mind? Getting too much teasing from the boys?

Shelley:

No, it's not that. Actually, they've been great. Well . . . my mom doesn't think I should be in a vocational program. She thinks it's low-class. Also, she doesn't think I'll ever find a neat man if I choose a technical career.

Mr. Johnson:

Do you feel that's true?

Shelley:

Not really. But my mom is really concerned. She says she wants the best for me. So, I guess I'll go to college like she wants.

Mr. Johnson:

Have you talked over your real feelings with her?

Shelley:

Yes, but she says I'm too young to know what's good for me.

Mr. Johnson:

You know, I'd like to talk with your mother. What do you think? Would you like me to try to arrange for a get-together so that I could point out the value of this program? You and your mom could come in, and I could answer any questions you might have. Or I'd be glad to come out to your house for a talk.

Shelley:

Thanks. That might help. But, don't let her know that I told you what she thinks about vocational education.

Mr. Johnson:

Don't worry. I'll be tactful.

Why did the student want to talk with the teacher? Did any additional problems emerge? What occurred during their conversation that reflected the attitudes of the teacher? How do you think the student felt as a result of her talk with the teacher? How effective was the teacher as a counselor?

NOTES

Compare your written critiques of the teachers' performance with the model critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUES

Case Script 1:

Mr. Lustig wanted to talk with Ralph about the recent quality of his lab work and about his defensive behavior in the classroom. Initially, Mr. Lustig appeared to be honestly interested in finding out why Ralph's schoolwork was beginning to suffer. He was supportive and indicated that he knew Ralph was capable of doing better work.

Because, in the past, Ralph had been able to trust Mr. Lustig, he decided to explain his feelings a little. However, when Ralph revealed his problems, Mr. Lustig did not understand or appreciate the real meaning of what he was saying. Mr. Lustig's attitudes regarding friendship—between Anglos and Indians and men and women—were biased.

Ralph indicated that he was concerned because he couldn't seem to establish real friendships with the Anglo students, even though he tried to be like them. He also indicated that he was upset because his girlfriend had accused him of acting as if he was too good to hang around with Indians.

Yet when Ralph shared these concerns, Mr. Lustig responded by suggesting that he should join the Indian Student Association and get more friendly with Indian students because they are "his kind." Mr. Lustig also indicated that "girls can be a problem" but that they shouldn't interfere with schoolwork.

Ralph probably felt very frustrated because of Mr. Lustig's inability to understand and thoughtfully consider his problems. He also may have felt that Mr. Lustig really wasn't very concerned after all, because he cut the conversation short.

Mr. Lustig could have been more effective as a teacher/counselor if he had, first of all, scheduled time to talk with Ralph alone and **not** while class was in session. In that way, he could have attended more actively and thoughtfully to what Ralph was saying. Second, Mr. Lustig should never have made biased remarks about Indians, regardless of his personal feelings.

Because of the classroom distractions and his biased attitudes, Mr. Lustig missed the entire essence of what Ralph was trying to say. If he had really listened—actively listened—to Ralph, he would have sensed the real underlying cause of Ralph's problems—dealing with his identity as an Indian and clarifying his values.

By recognizing and acknowledging Ralph's real problems, he could have offered more appropriate advice or taken some sort of appropriate action—such as referring Ralph to a school counselor or other professional who is specifically trained to deal with such personal concerns.

Case Script 2:

Shelley wanted to talk with Mr. Johnson about dropping out of the electronics program. She said she didn't know if she really wanted that kind of a career and that she didn't think she had the aptitude for it. Mr. Johnson didn't just accept her statements; he worked hard to get her to explain further. He tried to uncover the real reasons for her decision.

Mr. Johnson was quite effective as a counselor. He seemed honestly interested in and concerned about Shelley during their talk, and he was able to establish positive rapport with her. He praised her for her work in class. He was honest in saying that she sometimes didn't seem as interested as she should be, but he also mentioned that she had the aptitude to do outstanding work if she wanted to.

His attitude concerning women in vocational education seemed nonjudgmental and unbiased. When Shelley asked if it seemed strange for a woman to be in electronics, Mr. Johnson did not make fun of her. Instead, he offered her some factual information. He replied that more and more women were entering the field. He also offered to introduce her to women who were employed in electronics occupations.

As she talked, it became apparent that Shelley was having problems in dealing with her mother's expectations. Her mother believed that vocational education was inappropriate for women. She was strongly encouraging Shelley to seek a college education, not a technical career.

When Shelley mentioned her mother's views, Mr. Johnson responded well. He did not say anything bad about Shelley's mother, even though she was very critical of his area—vocational education. Rather, he very appropriately suggested a get-together with the mother to help her better understand the value of the program. At that time he could also explain to her that Shelley could, in fact, go on to college after graduating from a vocational program.

Shelley probably felt that she could trust Mr. Johnson because he listened and responded to her as an adult. She could feel secure that he would be tactful when talking with her mother, thus respecting her privacy.

Level of Performance: Your written critiques of the teachers' performance should have covered the same **major** points as the model critiques. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Counseling Students with Personal-Social Problems, pp. 8–18, or check with your resource person if necessary.

You may wish to work with peers in one or more role-playing situations involving the counseling of students with exceptional needs who have personal-social problems. You may serve as either a participant or an observer. This will give you an opportunity to view or experience firsthand the workings of such a conference.

One person should take the part of the teacher, and a second person should take the part of the student. You will need to identify the vocational area involved (e.g., home economics), the student's exceptional needs or condition (e.g., hearing impaired), and the general problem to be discussed (e.g., inability to get along with peers, financial problems, academic problems).

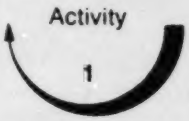
You may then conduct the counseling role-playing situation. Following the role-play, you may wish to discuss what occurred (strengths, weaknesses) and what you have learned.

You may wish to videotape the counseling session so that you can review it before you discuss and critique what happened. You could use the assessment form provided in this module, pp. 33–34, or another form suggested by your resource person, to guide your discussion.

Learning Experience III

FINAL EXPERIENCE

In an **actual teaching situation,*** counsel exceptional students with personal-social problems.



As you fulfill your teaching duties, counsel students with exceptional needs who have personal-social problems. This will include—

- identifying students with exceptional needs who need assistance with personal-social problems
- developing rapport
- identifying the specific personal-social problems involved
- counseling students
- referring students to other professionals if necessary

NOTE: Due to the nature of this activity, you will need to have access to an actual teaching situation over an extended period of time (e.g., one to three weeks).

As you conduct each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes. Check in advance with your resource person to determine the kind of evidence you will need in order to document your actions during the counseling session.

Arrange to have your resource person review your documentation. If possible, arrange to have your resource person observe at least one instance in which you are actually acting in a counseling role.

Your total competency will be assessed by your resource person, using the Teacher Peformance Assessment Form, pp. 33–34.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in counseling exceptional students with personal-social problems

*For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Counsel Exceptional Students with Personal-Social Problems (L-10)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In developing rapport with students with exceptional needs, the teacher:						
1. exhibited empathy and sincerity	☐	☐	☐	☐	☐	☐
2. was patient and tactful	☐	☐	☐	☐	☐	☐
3. exhibited humor	☐	☐	☐	☐	☐	☐
4. maintained his/her perspective	☐	☐	☐	☐	☐	☐
5. maintained an open-door policy for student consultation	☐	☐	☐	☐	☐	☐
6. followed up initially on students who were absent to determine why and to offer encouragement	☐	☐	☐	☐	☐	☐
7. recognized the influence of students' other life roles and priorities on behavior	☐	☐	☐	☐	☐	☐
8. identified personal problems that were adversely affecting behavior and classroom performance	☐	☐	☐	☐	☐	☐
In counseling students with specific personal problems, the teacher:						
9. helped students develop positive attitudes toward themselves, others, school, and work by:						
a. providing positive role models with whom the students could identify	☐	☐	☐	☐	☐	☐
b. emphasizing students' special talents	☐	☐	☐	☐	☐	☐
c. expressing high expectations for student performance	☐	☐	☐	☐	☐	☐
d. encouraging students despite lack of progress	☐	☐	☐	☐	☐	☐
10. helped students clarify their values by:						
a. relating self-awareness activities to career goals	☐	☐	☐	☐	☐	☐
b. being willing to explain his/her own values	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
11. observed students to identify evidence of drug/alcohol/physical abuse	☐	☐	☐	☐	☐	☐
12. provided hygiene information as appropriate	☐	☐	☐	☐	☐	☐
13. provided opportunities for students to develop self-responsibility	☐	☐	☐	☐	☐	☐
14. helped students cope with "reentry shock"	☐	☐	☐	☐	☐	☐
15. educated students' significant others concerning the value of the vocational program	☐	☐	☐	☐	☐	☐
16. referred students to other appropriate professionals if necessary	☐	☐	☐	☐	☐	☐
17. maintained appropriate records documenting counseling activities	☐	☐	☐	☐	☐	☐
In preparing for student referral to other appropriate professionals, the teacher:						
18. identified existing school and community resources and support services	☐	☐	☐	☐	☐	☐
19. identified policies for student referral	☐	☐	☐	☐	☐	☐
20. informed students of relevant school and community services available to them	☐	☐	☐	☐	☐	☐
21. arranged for necessary support counseling services	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart
C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory
E-10 Combat Problems of Student Chemical Use

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

G-1 Develop a School–Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
H-2 Establish a Vocational Student Organization
H-3 Prepare Vocational Student Organization Members for Leadership Roles
H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Vocational Student Organization
H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

I-1 Keep Up to Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

K-1 Prepare Yourself for CBE
K-2 Organize the Content for a CBE Program
K-3 Organize Your Class and Lab to Install CBE
K-4 Provide Instructional Materials for CBE
K-5 Manage the Daily Routines of Your CBE Program
K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

L-1 Prepare Yourself to Serve Exceptional Students
L-2 Identify and Diagnose Exceptional Students
L-3 Plan Instruction for Exceptional Students
L-4 Provide Appropriate Instructional Materials for Exceptional Students
L-5 Modify the Learning Environment for Exceptional Students
L-6 Promote Peer Acceptance of Exceptional Students
L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
L-8 Improve Your Communication Skills
L-9 Assess the Progress of Exceptional Students
L-10 Counsel Exceptional Students with Personal–Social Problems
L-11 Assist Exceptional Students in Developing Career Planning Skills
L-12 Prepare Exceptional Students for Employability
L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

M-1 Assist Students in Achieving Basic Reading Skills
M-2 Assist Students in Developing Technical Reading Skills
M-3 Assist Students in Improving Their Writing Skills
M-4 Assist Students in Improving Their Oral Communication Skills
M-5 Assist Students in Improving Their Math Skills
M-6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

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